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A WORKBOOK FOR TEACHING WORD ANALYSIS SKILLS IN GRADE ONE

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In partial fulfillment of requirements for the degree of

Master of Education

1949

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First Reader: Helen A. Murphy, Associate Professor of Education

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INTRODUCTION

INTRODUCTION

The purpose of this study is to develop exercises to teach word analysis skills for the first grade.

During the past few years the question as to whether to teach word analysis skills in a reading program has been much discussed. Some feel that the teaching of such skills may result in a serious handicap to children in terms of interpreting the thought of a selection. This attitude is reactionary from the time when word analysis was taught as an end in itself rather than as a means to an end.

It is true that there are some children who learn to read without being taught any method of word analysis. On the other hand, many children appear to profit by a well planned system of word analysis.

The writer has taught first grade and has observed failures in reading because the children are not able to analyze words. The purpose of this study, therefore, is to develop exercises in word analysis to supplement the Curriculum Foundation Series[1] in the first grade.

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1. Gray, William S., and others, Curriculum Foundation Series, New York: Scott Foresman and Company, 1941.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

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SUMMARY OF PREVIOUS RESEARCH

There has been a remarkable change in teaching reading in the past few years, especially in the emphasis given to word analysis as a method by which the child can identify new words.

There are many types of word analysis and many methods of teaching the skills involved. According to Durrell,[1] "a complete program would include ear training to give the child skill in attending to the auditory elements of words, visual training for recognition of the visual elements that accompany word sounds, and above all, provision for independent use of the skills". Word analysis is taught so that children can read fluently, efficiently, and independently.

Recent research investigations tend to emphasize the importance of visual and auditory discrimination in developing the skills necessary for a child to learn to read without confusion.

Wilson[2] and others report, "One set of factors seemed to stand out as of pre-eminent effectiveness in contributing to

1. Durrell, Donald D., Improvement of Basic Reading Abilities, New York: World Book Company, 1940. 407 pp.

2. Wilson, Frank T., Fleming, C., Burke, A., Garrison, C. G., "Reading Progress in Kindergarten and Primary Grades," Elementary School Journal, 38:443-45, February, 1938.

reading progress, namely, mastery of letter symbols, both form and sound. The kindergarten and first grade children who knew the most letter forms and sounds tended to be among the first to learn to read and to be the best readers. Conversely, the children who were ignorant of, or much confused about letter forms and sounds tended to be very definitely the poor readers."

Gates[1] has noted particular value in tests of these abilities:

Visual	Auditory
(a) picture interpretation	(d) rhyming
(b) word matching	(e) blending
(c) word card recognition	

He also found in the Horace Mann School the test of ability to read letters of the alphabet one of the best indicators of ability to learn to read. He says that all these abilities may be readily improved by instruction. He concludes that a teacher should adjust her work to a pupil's special abilities since "the pupil's status on these tests suggests at once the most valuable forms of instruction to include both in the 'reading readiness' and the full fledged reading program".

Agnew[2] studied the values of phonetic training. The study tends to show that a number of the objections to phonetic training have been exaggerated. There was no evidence

1. Gates, Arthur, "An Experimental Evaluation of Reading Readiness Tests," Elementary School Journal, 39:497-507, March, 1939.

2. Agnew, Donald C., "Effect of Varied Amounts of Phonetics Training on Primary Reading," Elementary School Journal, 40:248-50, December, 1939.

that large consistent amounts of phonetic training tend

(a) to sacrifice interest in the content of reading.
(b) to result in the neglect of context clues.
(c) to result in unnecessarily laborious recognition of unfamiliar words.
(d) to be unnecessary because the advantages attributed to phonetic training might be obtained without formal training.

Some positive evidence indicated that phonetic training does not narrow the eye-voice span. On the other hand, there are some data to show that large amounts of phonetic training tend to slow up oral reading. This is in a sense, counteracted by greater accuracy in oral reading.

Many classroom teachers feel that phonics should hold an important place in the reading program. Tiffin and McKinnis[1] made a study to determine whether, and to what extent, phonic ability, as measured by a reliable instrument, is related to reading ability as measured by certain standardized tests. In administering the test, the cards printed in giant primer type were shown one at a time toward the child. The instructions given to the child were: "This is a word which you have never seen. Just say it the way you think it sounds. You do not know what it means, but that does not make any difference. Just say the word the way you think it ought to sound." The examiner recorded on a previously prepared blank whether the child's pronounciation was correct or incorrect, and proceeded

1. Tiffin, Joseph and McKinnis, Mary, "Phonic Ability--Its Measurement and Relation to Reading Ability," School and Society, 51:19-92, February, 1940.

to the next card. The entire list of 100 words was given in this manner in from 10-15 minutes of testing time. In addition to the phonic test, each child was given the Iowa Silent Reading Test--Elementary Form A. The relation between phonics ability and reading ability was investigated by correlating the results on the Individual Test with the results on the two tests. These correlations showed with reasonable certainty that phonic ability is significantly related to reading ability among the 155 pupils studied.

Gray[1] states that a strong help in recognizing words independently is ability to get the sound of a word from its printed form. Sometimes when a child can get a partial clue to the sound of a word, that combined with the context clue, tells him what the word must be. Or when he can hear the sound of the whole word in his mind, he may discover that he knows it; perhaps it has been in his oral vocabulary right along, and he has not met it before in printed form. Then he checks its known meaning with the context of the sentence and if it fits he reads along without confusion. He has combined context clues with phonetic analysis.

The value of specific auditory and visual training in promoting growth in reading was studied by Murphy and Junkins[2]

1. Gray, William S., and others, "Reading", Review of Educational Research, :154, April, 1940.

2. Murphy, Helen A., Junkins, Kathryn M., "Increasing the Rate of Learning in First Grade," Education, 62:37-39, September, 1941.

in the case of pupils who had made little or no progress in reading during a first semester. An experimental group was given thirty lessons in auditory discrimination as a part of their regular reading instruction. A second group received visual discrimination lessons. A control group continued its regular program of instruction. At the end of six weeks all groups were given visual and auditory discrimination tests. All groups made progress in visual discrimination, but the group receiving specific training made the greatest progress. In auditory discrimination, the group given special instruction showed marked progress, while the other groups made little or no gain. With respect to the number of words retained of those taught, the two experimental groups had doubled their capacity, while the control group had made little progress. Subsequent experimentation showed that a combination of both types of training as a part of the reading program greatly reduced reading failures in the first grade.

Specific studies of factors that correlate highly with reading achievement in the first grade were made by Wilson[1] who found that letter perception abilities correlated more closely with progress in reading than any other items studied. He criticized the prevalence of vague concepts of reading ability and argued that added emphasis be placed upon the

1. Wilson, Frank T., "Early Achievements in Reading," Elementary School Journal, 42:609-15, April, 1942.

abilities involved in perceiving the symbols making up the words. He further contended that the early stages of this mastery, "are some of the simpler beginnings of the reading process itself and not a vague "readiness" of powers to be transformed to new skills".

Research shows that visual and auditory discrimination abilities are among the important factors involved in reading.

Murphy[1] in her experimental work with specific training in visual and auditory discrimination found that "at every measuring period after the auditory and visual discrimination exercises had been given, experimental groups showed statistically significant superiority in reading achievement to the control group." She stated further, "many children have difficulty in reading because they lack the ability to see and hear likenesses and differences in words."

Betts[2] has this valuable point to make--"the child must be able to see clearly at all working differences. He must be able to see clearly visual symbols on the blackboard, on bulletin boards, charts, and on the printed page."

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1. Murphy, Helen A., "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading," Unpublished Thesis, Ed. D., Boston University, 1943.

2. Betts, Emmett A., "Factors in Readiness for Reading," Education Administration and Supervision, 25:493-502, October, 1943.

Yoakam[1] states that, "Basic reading instruction must be more carefully planned and organized so that reading retardation will gradually disappear as a school problem. When the facts of reading research are used and the results of laboratory and the clinic are reviewed for ideas, it seems that there is enough available knowledge to enable us to develop a program in which it is recognized that continuous growth to the limits of his capacity, uninterrupted by frustration and failure which might have been prevented, is all that we could desire for the individual child."

As a result of responses from 110 supervisors, principals, superintendents, and professors of education, Russell and Anderson[2] identified points of agreement concerning basic reading programs in the middle and upper grades. Among the fundamental causes of weakness were found "lack of knowledge of the mechanics of reading, inability to read for various types of comprehension, and insufficient vocabulary development. There was equal agreement on the fact that we need phonetic analysis as a method of developing word power."

1. Yoakam, Gerald A., "An Ounce of Prevention in Reading," Journal of Educational Research, 37:100-9, October, 1943.

2. Russell, David H., Anderson, Marion A., "Professional Opinions About Basic Reading Programs in the Middle and Upper Grades of the Elementary School," Elementary School Journal, 46:81-88, October, 1945.

Betts[1] also stresses the importance of visual and auditory discrimination in the reading program when he says, "The ability to discriminate between the forms of words and between the sounds of words is a prerequisite to the development of word perception. This ability to note likenesses and differences among word forms is related to retention, or memory. When the child is a poor observer of likenesses and differences among things, and among word forms, he is likely to have considerable difficulty in acquiring a stock of sight words during initial reading instruction."

In setting up a typical program at the first reader level, Betts[2] includes:

1. Recognition of most of the initial consonant sounds and a few of the final consonant sounds.
   Single consonants
   Consonant digraphs (initial) such as wh, th.
   Single final consonants, such as d, t, l, m, n.
2. Recognition of words with varied endings, such as ed, ing.
3. Sensitivity to "s" forms of plural words.
4. Recognition of words containing analogous elements such as ight, old, ow.

Keen interest continues in reasons why pupils fail in reading or become seriously disabled. Kaiser[3] gave the Monroe Diagnostic Reading Test to 52 children in grades two to six

1. Betts, Emmett A., Foundations of Reading Instruction, New York: American Book Company, 1946, p. 331.

2. Op. cit., p. 592.

3. Kaiser, Esther, "Why Some Children Fail in Reading," School and Community, 33:208-209, May, 1947.

who had I.Q.'s between 72 and 124. Without exception, "they scored low in word determination," particularly in the case of such words as "not" and "ton", "spot" and "stop". They had difficulties also with letters similar in form but reversed in position, such as "b" and "d". Extreme confusion was exhibited also in the visual recall of nonsense syllables. A laterality test showed that all the children of normal intelligence and two of low intelligence were of mixed dominance. The results of oral reading tests showed that the pupils were not consistent in their pattern of reversals. Because of the nature of the difficulties encountered, Kaiser maintained that "sight reading" methods were inadequate. Devices should be used which will enable children to recognize words without depending upon defective visual recall.

Fortunately, much study has been given to developing valid techniques for word perception that are in line with modern psychology and modern ideas of reading instruction. Within the past few years there has been a growing acceptance of the fact that no one method of word perception is adequate.

The child needs to know how to use various methods if he is to achieve independence in reading.

Gray[1] states that, "In a well balanced reading program of today:

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1. Gray, William S., On Their Own in Reading, New York: Scott, Foresman and Company, 1948, p. 331.

1. Children acquire a stock of sight words that they learn as wholes.

2. They also develop skills that enable them to attack new words. These skills include the use of context clues, as well as word-form clues and word analysis, both structural and phonetic."

Gray[1] summarizes the skills in word analysis that should be taught in the first grade:

1. Identify, that is, discriminate between, the various basic sounds in our spoken language. (auditory perception)

2. Associate these sounds with the letter symbols which commonly represent them in our printed language. (visual-auditory perception)

3. Blend separate sounds into syllables and syllables into word wholes.

4. Apply consonant substitution, which involves:

   (a) Comparing word forms by visualizing a known word which looks like the new word except for the initial or final consonant.

   (b) Associating an appropriate sound with the consonant symbol which makes the new word different from the known word.

   (c) Blending the sound of this consonant element with the adjoining sound in the word whole.

Robison[2] in discussing her ideas of a good reading lesson, stresses the fact that children should be taught ways to solve new words for themselves. She says, "Let us call attention to word similarities, and word differences. Word analysis, structural configuration, phonetic elements, little

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1. Op. cit., p. 226.

2. Robison, Eleanor G., "Let's Be Specific About Reading," Elementary English, 26:117-21, March, 1949.

words in big ones, all must be an intrinsic part of the lesson. This is a child's right. Do give him skills in attacking new words. There is a definite place in the reading lesson for related word analysis."

CHAPTER II

PLAN OF THE STUDY

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The writer found a great need for exercises to supplement the first grade reading workbook, published by the Scott, Foresman and Company to accompany the Curriculum Foundation Series.

The first step was to compile a list of the words which are included in the three pre-primers, the primer, and the first reader of the basal series. These were arranged alphabetically and were used as a guide for use in planning the exercises for visual and auditory discrimination. This list follows:

VOCABULARY LIST

Words found in

Pre-Primers

We Look and See

We Work and Play

We Come and Go

Primer

Fun with Dick and Jane

a	b	c
and	Baby	come
away	big	can
a	blue	cars
are	boats	cookies
at	Bow-wow	cluck
ate	but	cat
all	barn	cows
animals	black	came
am	bump	
	birthday	
	boy	

d	e	f
Dick	eat	funny
down	eggs	Father
do		find
did		for

dog
ducks
doll

family
fun
four
farm
fast
friends

g

go
guess
get
Grandfather
Grandmother
good
good-by
girl

h

helps
here
house
he
hello
horses
hen
have
home
happy
hop

i

is
I
it
in
into

j

Jane
jump
Jack

k

kittens

l

look
little
laughed
looked
likes

m	n	o
Mother	not	oh
my	no	one
makes	now	on
me	new	out
mew		our
must		
ma-ma		

p	r	s
Puff	run	see
play	red	Spot
please	ride	something
pretty	ran	Sally
pony	rabbit	said
pigs		say
pets		saw
		sat
		soon
		so
		Susan
		school

t	u	w
Tim	up	work
to	under	wants
two		we
too		will
toys		went
talk		wanted
tail		with
Tom		well
		was

y	ch	th
yellow	chickens	the
you	children	this
yes		three
		they
		thank
		that
		there

wh
where
who
what
white

Words found in

First Reader

Our New Friends

a	b	c
after	buy	color
as	Bill	can't
ask	basket	could
another	busy	coming
any	back	called
apples	Billy	corn
an	bird	
again	bang	
asked	book	
along	began	
	be	
	bumped	
	Bunny	
	behind	
	Brown	

d	e	f
day	Ellen	first
dinner	every	found
don't	everywhere	five

door
dear
Dick's
dark

eating

feet
from
feed
fell
food
fly
faster
find
fat

g

going
give
green
gray
glad
galloping

h

her
hurry
his
has
head
him
helped
how
hill
had

j

Jim
jumped
just
Jane's
Jill

k

know

l

lives
let

m

maybe
man

	lost	made
	last	making
	laugh	milk
	let's	morning
	looking	many
		may
		merry-go-round
		Mrs.
		Mr.
		met
		moo

n	o	p
name	old	Peter
next	once	put
Nancy	outdoor	Patty
night	of	pennies
nuts	open	pocket
nest	over	paint
nothing	other	painted
	or	party
		poky
		playing
		push
		pushed

puppy

peep

r

rain

reads

room

robins

round

running

road

rooster

s

splash

street

swish

sleep

slower

some

surprise

squirrel

snow

Sally's

sleepy

sang

st

store

stop

story

stopped

t

time

take

took

town

tree

th

them

then

things

think

thought

u

us

umbrella

v	w	wh
very	wagon	which
valentine	walk	when
	walked	why
	way	
	were	
	worked	
	wish	
	wind	
	wee	
	woman	

y
your
yard

It is understood that the children have at least seventy-five to one hundred sight words before starting these exercises, to improve word analysis skills.

Having chosen a vocabulary list, the writer consulted the manual[1] which outlines the phonetic program for the basal readers, in order to find the phonetic elements to be taught during the first grade reading program. This list follows:

1. Guidebook for the First Year Reading Program, Scott, Foresman Company, 1946-1947.

These lists include the phonetic material which can be studied during the first grade reading program. Within each classification, the sounds are arranged according to the number of words which are found in the vocabulary list.

Beginning Consonants	Beginning Blends	Endings
b	th	s
s	wh	ed
h	sh	ing
f	ch	
m		
p		
w		
t		
r		
g		
d		
c		
l		
n		
j		
k		
y		
v		

On page 31 the exercise is to give visual practice in recognizing small and capital letters.

On pages 32 and 33 the exercises are to develop the ability to see letters that are alike.

Pages 34 to 46 are to give practice in noting the sound and appearance of consonants in the initial position of words.

Page 46 is an exercise to give practice in recognizing blends in the initial position of words.

Page 47 gives practice in recognizing letters that are the same.

Pages 48 and 49 give practice in noting words that are easily confused.

Page 50 gives practice in noting the similarity and difference in words.

Pages 51 and 52 give practice in noting initial consonants in words.

Pages 53 to 57 give practice in noting initial and final letters in words.

Pages 57 to 66 give practice in recognizing the similarity in appearance and sound of words which are alike except for the initial consonant.

Pages 66 to 71 give practice in noting the endings of words.

Pages 72 to 75 give practice in variants of word forms.

Page 75 gives practice in matching final letters with beginning letters.

Pages 76 to 79 give practice in recognizing little words in larger ones.

Pages 79 to 82 give practice in identifying known elements in words and making new words.

Pages 82 to 87 are exercises to develop the ability to use rhyming words in a story.

These exercises are not all original, but are selected from various sources to be used in the first grade.

Many of the exercises can be used independently by the children, while others will be used as a teaching device, depending upon the needs of the individual learner.

CHAPTER III

WORKBOOK

Draw a line from each letter in the first row to the same letter in the second row.

s	M
d	C
r	R
m	S
c	D

B	j
f	b
g	F
H	G
J	h

Find two letters that look just alike in each box. Draw a line from one letter to the other letter just like it.

e	a	r	r	m	p	t	t
a	e	s	s	m	p	r	r
b	l	n	n	f	h	m	w
l	b	r	r	f	h	w	m
p	p	f	f	c	a	f	f
d	d	t	t	a	c	l	l
d	d	p	p	g	a	f	h
o	o	q	q	a	g	f	h

Matching initial letters.

Put a circle around the two letters that are alike

s--d	f--f	e--e	b--d	s--o	t--f
k--o	r--r	d--d	a--a	c--c	r--n
t--t	p--p	t--n	r--r	j--g	g--a
r--r	q--r	f--f	s--s	i--i	f--f
k--b	n--o	k--b	n--o	m--m	l--l
k--k	d--e	s--t	z--z	b--k	h--h
a--e	d--f	u--u	y--g	k--b	n--o
b--b	e--e	v--w	x--x	c--c	w--m
e--d	t--t	d--f	b--b	d--b	p--b
f--f	s--s	y--g	v--v	p--p	c--e

Draw a line from the letter in the center to the words beginning with the same letter.

big		baby
can		see
ball	b	boats
cows		at
but		boy

came		find
blue		birthday
cars	b	barn
bump		for
good		get

Draw a line from the letter in the center to the words beginning with the same letter.

run		saw
see		said
fun	s	say
so		day
was		sat

sang		wish
swish		sound
found	s	some
come		slow
snow		blow

Draw a line from the letter in the center to the words beginning with the same letter.

funny		good
did		friends
do	f	four
farm		me
fast		run

first		give
get		from
to	f	fat
five		her
found		fly

Draw a line from the letter in the center to the words beginning with the same letter.

mew		new
not		man
ran	m	milk
may		say
met		moo

me		now
must		cow
just	m	by
my		maybe
make		made

Draw a line from the letter in the center to the words beginning with the same letter.

put		but
pat		let
pet	p	met
dog		pig
pony		dig

pocket		paint
bump		party
pump	p	cup
puppy		hop
top		peep

Draw a line from the letter in the center to the words beginning with the same letter.

we		work
went		men
me	w	want
with		saw
well		was

bell		will
bill		wagon
wish	w	way
may		wind
wanted		swish

Draw a line from the letter in the center to the words beginning with the same letter.

to		not
two		time
take	t	cake
ten		town
net		took

toy		boy
talk		tail
walk	t	too
ate		eat
well		tell

Draw a line from the letter in the center to the words beginning with the same letter.

go		girl
here		do
get	g	give
ball		her
guess		glad

at		galloping
green		good-by
the	g	have
boy		to
going		pet

Draw a line from the letter in the center to the words beginning with the same letter.

nest		no
name		now
ball	n	night
new		next
right		mew

nothing		not
man		how
now	n	nuts
know		may
near		never

Draw a line from the letter in the center to the words beginning with the same letter.

down		ducks
find		at
do	d	ball
did		can
come		dog

fun		in
doll		run
he	d	door
day		dear
dinner		here

Draw a line from the letter in the center to the words beginning with the same letter.

come		cows
fun		cat
can	c	down
cookies		did
ball		came

called		color
and		pet
corn	c	away
but		coming
black		day

Draw a line under all the words in the row that begin with the same letter as the letter at the top of the row.

r	h	l
red	home	like
run	look	little
sun	here	let
ride	where	pet
were	the	get
car	house	laugh
rabbit	he	book
ran	hen	look
fan	help	lost
fun	pet	last

Draw a line from the <u>two</u> letters in the center to the words beginning with the same <u>two</u> letters.

that		to
the		this
ten	th	they
there		then
time		them

what		we
here		why
where	wh	was
when		them
white		which

Selecting Similar Letters.

Look at the first letter in the first row.

Draw a ring around all the letters in each row that are like the first letter in that same row.

m	m	s	m	l	r	m
h	k	t	h	n	h	r
t	s	t	r	t	t	n
b	d	p	b	h	b	d
n	n	m	t	n	n	o
c	c	o	a	c	d	c
f	r	f	t	f	k	f

Draw a line under the <u>two</u> words that are the same in each line.

went	want	went
saw	saw	was
bump	jump	bump
fun	run	fun
ball	ball	tall
me	we	me
family	funny	family
you	yes	you

Draw a circle around the word that is the same as the first word in the row.

no	so	go	no	on
he	we	he	me	be
not	not	got	hot	out
home	hope	home	hose	hole
oh	on	in	oh	no
cat	rat	sat	mat	cat

Draw a line under the word in each line that is different.

this	this	that	this	this
that	that	that	they	that
there	them	there	there	there
the	the	the	this	the
them	there	them	them	them
they	the	they	they	they
three	three	three	three	this
then	then	then	that	then

Look at the three words in each box. Draw a ring around the two words in each box that being with the same letter.

car	little	David	lost
can	big	Dick	find
go	be	Patty	looked
came	find	jump	more
cat	for	bump	must
house	like	just	just
new	pig	run	said
mew	dig	man	say
not	pony	ran	day
two	went	yes	him
top	want	yellow	now
not	must	very	his

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Find a letter in each box and draw a line from this letter to the <u>two</u> words in the box which begin with the same letter.

	say		house		funny
s	will	h	not	b	boat
	saw		help		baby
	Hello		Sally		Barn
H	Have	S	Mother	B	Come
	Down		Saw		But
	did		pet		like
d	pet	p	pig	f	find
	down		did		for
	new		to		ride
m	mew	t	two	r	red
	me		not		let
	work		laugh		new
w	went	l	look	n	not
	man		find		mew

Circle letters like first letter in word under the picture.

b t b p d b t p b b

ball

m n t r n m l m n m

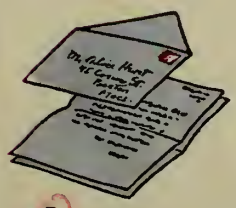
monkey

r t s r v b r r t n

rake

t l f t n r t l f t

turtle

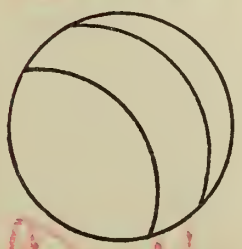


l t f j l i l t r l

letter

Circle letter like first letter in word under picture.

o h e f b h a m h n



b h s t b d b p h b

c b g c r c t c m c

r t r b s f r s r m

d b d p v d r f l d

Say the name of each picture. Draw a ring around the letter the picture begins with.

s r t

b d s

p d s

c m r

d b r

b t s

m t k

t n m

s t r

l t m

b t m

p d b

b t d

t r s

b t l

Say the name of the picture. Write the <u>beginning</u> letter of the picture on the line before the picture. Write the <u>ending</u> letter on the line after the picture.

c ___ ___ t

carrot

___ ___

boat

___ ___

camel

___ ___

bird

___ ___

dog

Find the words that rhyme in each box.

Draw a circle around the two words in each box.

run	boy	no
do	cow	will
sun	can	bed
play	how	red

hen	good	jump
met	fun	cow
pen	eat	bump
dog	gun	came

kitten	ball	make
how	cake	ran
look	fall	pig
mitten	want	take

Read the two lines.

Draw a line to the picture that rhymes with the first line.

Something to make

A big _____

So big, so big

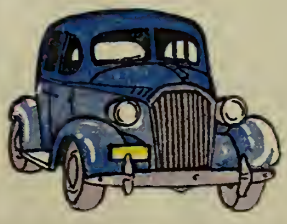
Is this _____

Now, now,

See the _____

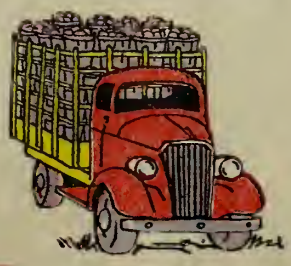
I saw a donkey

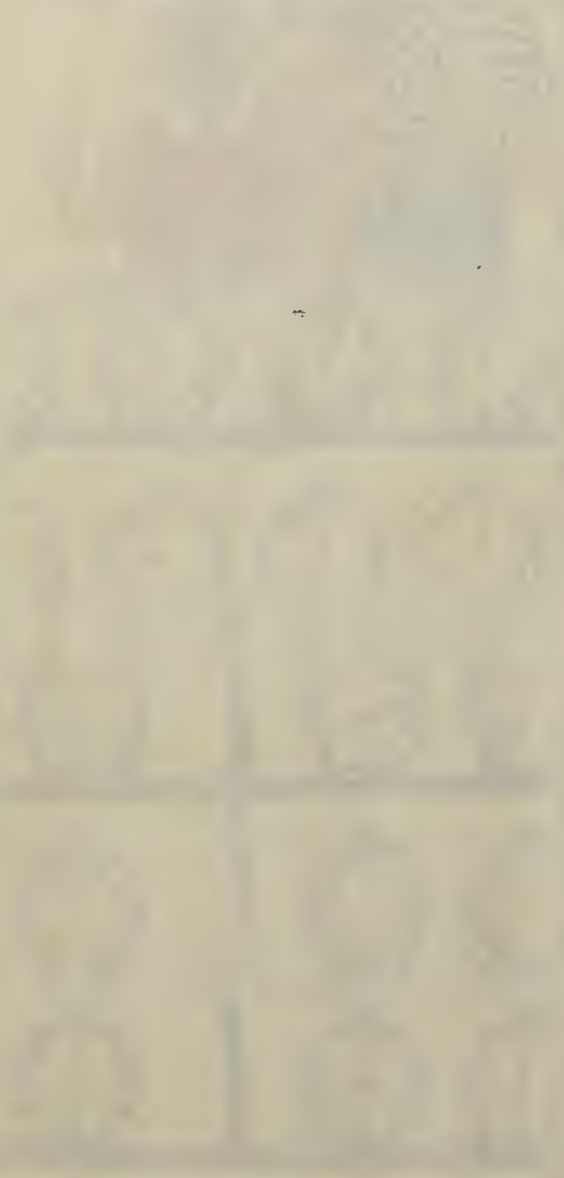
And a brown _____



On the log

Sat the _____

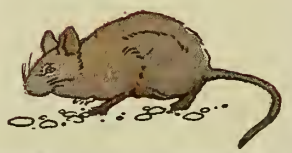




Read the two lines.

Draw a line to the picture that rhymes with the first line.

There lived the mouse
In the little _____.



Into the town
Came the _____.

Tick, tock
Hear the _____.

Beside a pool
Was a _____.

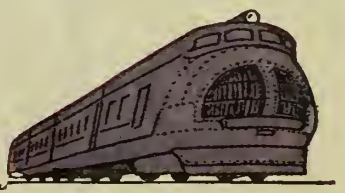
In the little pen
Sat the mother ____.

Read the two lines.

Draw a line to the picture that rhymes with the first line.

Here is a carrot
For the green _____.

Rain, rain,
Here comes the _____



Here is a good toy
For a good _____.

A red and yellow truck
And also a white _____

Here is a parrot
Who wants a _____.

Read the two lines to make a rhyme.

Draw a line under the word that makes the right rhyme.

Eight, nine, ten
A big fat _____ hen duck

Mew, mew
Our kitten is _____ red new

Jack, Jack
Is the pony _____ blue black

Play, play
But do not run _____ out away

Yes, yes,
Dick and Jane can _____ ride guess

Bow-wow,
See the funny _____ cow horse

Read the two lines to make a rhyme.

Draw a line under the word that makes the right rhyme.

My, oh, my
We must say _____ good-by hello

No, oh, no
Sally can not _____ run go

Boys, boys, boys
Like to play with _____ toys pets

Blue and red
Is my new _____ sled duck

One, two, three
What do I _____ want see

Four, five, six
I pick up _____ tricks sticks

WHICH ONES?

Which sounds like <u>way</u>?	day	can	fun
Which sounds like <u>man</u>?	car	can	put
Which sounds like <u>Bill</u>?	live	name	will
Which sounds like <u>look</u>?	like	book	take
Which sounds like <u>make</u>?	milk	take	time
Which sounds like <u>Dick</u>?	down	trick	did
Which sounds like <u>ball</u>?	will	hill	fall
Which sounds like <u>fast</u>?	last	tall	take
Which sounds like <u>Jim</u>?	her	Tim	red
Which sounds like <u>car</u>?	far	man	can

In each line draw a ring around <u>two</u> words that rhyme with the first word in the line.

red	bed	big	led	ball
cold	hot	told	hold	ran
ball	till	tall	wall	boat
boy	toy	jump	joy	two
cake	came	lake	take	some
look	can	come	took	book
can	ran	car	fan	sun
day	say	sun	may	red

Cross out the word in each box that does not rhyme.

dear	farm	there	fly
nest	arm	then	new
near	fish	when	my
make	get	came	town
took	go	same	down
take	pet	far	did
come	goat	must	night
so	boat	jump	right
go	came	bump	river
look	walk	car	wish
took	talk	can	stop
like	went	far	fish
come	must	men	fun
some	just	ten	ran
soon	jump	the	run

Draw a line under the words that end with "ing".

something	go	going
working	work	walking
want	wanting	playing
reading	jump	jumping
think	thing	bring
look	looking	drink
sleeping	nothing	paint
writing	milk	sing

Draw a line under the words that end with "d".

do	good	wanted	duck
old	and	to	day
find	Dick	talked	down
jumped	bump	ran	door
did	walked	run	looked

Draw a line under the words that end with "t".

not	to	the	but
Spot	two	toy	went
want	Tom	Tim	get
must	tail	just	sat
cat	talk	fast	let
lost	last	pet	what
night	did	right	play
it	is	in	hit
rabbit	red	coat	boat
ten	met	wet	set

Draw a line under the words that end with "sh".

fish	she	show	wish
wash	helps	swish	work
dish	shout	trash	will
lash	last	lost	mash
flash	dash	sash	shame
squash	slash	splash	crash
smash	hat	which	shut

Draw a ring around the words that end with "ch".

much	chop	match
teach	nest	such
rich	wish	each
reach	catch	which
chicken	peach	patch
ride	watch	hatch
church	swish	ranch

Try to find a word that finishes the sentence and ends with the letter given.

We like to play in the ---------d.

Grandfather lives on a --------m.

Puff is a yellow ----------n.

The horse is in the --------n.

"Moo, moo," said the white -------w.

"Cluck, cluck," said the black -------n.

Dick sails his little blue --------t.

Hop, hop went the little ---------t.

Add "s" to the words in the first row and write the new words in the second row.

cat	cats
dog	---------
duck	---------
want	---------
rabbit	---------
pig	---------
cow	---------
hen	---------

We will make some new words.

Look at the word in the first row.

In the seond row, add "s" to the first word.

In the third row, add "ed" to the first word.

In the fourth row, add "ing" to the first word.

	s	ed	ing
look	looks	looked	looking
word			
walk			
talk			
laugh			
hop			
jump			
want			
bump			
play			

Make some new words.

Add the letters "er" to the words in the first row.

Write the new words in the second row.

farm	farmer
help	-------
work	-------
jump	-------
long	-------
short	-------
small	-------
teach	-------
cold	-------
fast	-------

Matching final letters with beginning letters.

Look at the first word in the box.

Draw a circle around the last letter in the word.

Find another word in the second row that <u>begins</u> with that same letter that the first word ended with.

1	2	1	2
can	was	of	now
coat	not	for	me
cow	to	from	red
back	go	on	fun
dog	kitten	come	eat
bird	see	baby	look
dogs	like	doll	run
saw	did	round	you
run	was	fish	do
will	new	her	home
funny	me	was	kittens
boat	pet	we	see
car	too	in	ran
jump	yellow	father	no
Tim	ride	Dick	every

Find the little word.

Circle the little word in the big word.

is his	farm farmer	fun funny	go going
it hit	up puppy	rain train	at that
out about	let letter	to into	other mother
way away	wish swish	walk walked	some something
it little	on upon	may maybe	at cat

Look at the little word.

Find the little word in the big word.

all ball	at cat	look looked
it rabbit	Bill Billy	at Patty
it kittens	us must	bump bumped
eat eating	help helping	may maybe

Look at the two words. Put the two words together to make a longer word. Write the new word on the line.

house top housetop	every day _____
up on _____	some times _____
every one _____	in to _____
some thing _____	any way _____
barn yard _____	school yard _____
out doors _____	to day _____

Make some new words.

Say the word "eat".

Write the word "eat" on each line after the single letter.

b-------

h-------

m-------

s-------

Write the new words in the sentences to make each sentence right.

We had some --------- for dinner.

We get --------- from the sun.

You can sit in the front ---------.

Dick can --------- the drum.

Make some new words.

Say the word "ate".

Write the word "ate" on each line after the single letters.

Say the new words.

d--------

g--------

h--------

l--------

K--------

Write the new words in the sentences to make each sentence right.

The ---------- is June 1, 1949.

Dick is at the garden ----------.

He was ---------- for school.

The doll's name is ----------.

I ---------- to go out and get wet.

Make some new words.

Say the word "ear".

Write the word "ear" on each line after the single letter.

Say the new words.

n----------

d----------

f----------

y----------

t----------

Write the new words in the sentences to make the sentences right.

There was a --------- in her eye.

She is a ---------- little baby.

This is the ------------ 1949.

She lives ----------- the school.

Do not ----------- the dark.

FUN WITH PHONICS

The words in this story rhyme with "Dick".
Write the missing word in the blanks. You will find the words at the end of the story.

Dick and Brownie

"Happy birthday, Dick," said Mother. "Go out in the yard and find a surprise!"

_____ ran out of the house. There was a little brown dog. Dick reached down to _____ it up. The little dog stuck out his tongue and began to _____ Dick's face. Dick rubbed the little dog's fur. How deep and _____ it was! "I am going to call you Brownie," said Dick. "I will see if I can teach you a _____."

Dick found a branch from a tree. "I'll throw this _____ and see if you can bring it back to me." It looked funny to see Brownie _____ up his heels and run after the _____.

Dick	lick
thick	trick
pick	kick
stick	stick

FUN WITH PHONICS

The words in this story rhyme with "say".
Write the missing words in the blanks. You will find the words at the end of the story.

The Lost Dog

One Saturday morning Ray said, "Mother, I do not want to _____ in the house. May I go outside and _____?"

"Yes, you _____," Mother answered. "But don't _____ out too long."

_____ went outside. The sun was shining and the birds were singing. It was a beautiful _____.

Just then Bob came down the street. "Hi, Bob," called Ray.

"Hi, ____," answered Bob. "My dog is lost."

"I didn't hear you. What did you _____?" asked Ray.

"I said my dog is lost," repeated Bob. "He ran _____. I don't know which _____ he went."

Just then a _____ car drove up. "Do you know whose dog this is?" said the man in the car.

Spot jumped out of the car.

"Oh, Spot," cried Bob. "He's my dog, mister. He ran _____ this morning. Thank you so much for bringing him back to me."

away	say	gray	stay	away	day
play	Ray	may	Ray	way	way

FUN WITH PHONICS

The words in this story rhyme with "book".
Write the missing word in the blanks. You will find the words at the end of the story.

Mary and Her Book.

"It is such a nice day," said Mary. "I think I will take something to read and go to the park." Mary went to her shelf to pick out her favorite _____.

"I _____ the story "Mr. Bear"," said Mary. "Where is my hat, Mother?"

"Hanging on the _____," said Mother.

"I can't find it," said Mary after awhile.

"Did you _____ real well?" Mother asked. "Here it is."

Mary found a cool shady spot in the park close to a stream of water. "This is a nice, shady _____ right by this _____. I will just sit here and read my _____. But before she had read one page, Mary was fast asleep.

All at once someone _____ her arm.

It was Mother. "Time to come home," said Mother. "Time to _____ dinner for Daddy."

book	took	hook
cook	brook	shook
nook	look	book

FUN WITH PHONICS

The words in this story rhyme with "make".
Write the missing word in the blanks. You will find the words at the end of the story.

The Picnic

One morning Mother came into Jim's room. "_____ up, Jim," she said. "This is the day we are going on a picnic. But first we must do some work. Daddy wants you to _____ the leaves in the yard."

Jim got right up and Mother went to the kitchen to fix the picnic lunch.

"First I will bake a _____," she said, "then I will _____ some sandwiches."

Mother mixed the cake and put in into the oven to _____.

"Be sure to _____ some pickles," called Jim from the yard.

Soon Father came home. "Is everyone ready for the picnic?" he asked.

"Oh yes," said Jim. "Where are we going?"

"That is a surprise," said Father.

They got into the car and Father drove to the country. He turned into a green pasture. The road was so rough it made the car _____.

"Here it is," said Father at last. "A nice, cool _____

where I can go fishing. And on the bank is a shady tree for your mother's _____.

wake	bake	cake
take	make	lake
rake	shake	cake

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A workbook for teaching word analysis skills in grade one.

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